SYNOPSIS

"A Predictive Analysis of Psychological Distress and Personality for Psychological Well-Being of Post Graduate Adolescents Involved in Fine and Non-Fine Art Courses."

A Synopsis

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Introduction

As students' educational courses affect their future it is considered as a sensitive period in an individual's life span. As in the present day adolescents are facing enhanced difficulties due to fierce competition in academics and career, peer pressures, parental expectations etc. These difficulties are giving rise to many psychosomatic problems such as stress, anxiety, tensions, and frustrations and emotional upsets in day to day life.

In today's society, all look for a method to reduce their stress. Art of all sorts has been used as tools to assist in eliminating stress, anxiety, and even in coping with these psychosomatic problems , physical discomfort and mental health illnesses. Regardless of the nature of art, whether a representational painting of nature or the curious melody of music, all types most certainly affect the mental and emotional health of the artist. Art is an effective tool that has a variety of positive and negative mental health effects on the artist.

The arts have been described as functioning as "transitional objects" with a relative ambiguousness that allows them to take on projections of emotions and ideas, allowing the creator to express deep meanings without assuming full responsibility for their manifestations (Blatner, 1992). This ability to promote communication of feelings makes less likely their unhealthy internalization or inappropriate acting out (Wolf, 1975) and establishes art therapy as a preferred modality among persons experiencing difficulty in articulating their feelings for a wide variety of reasons, including mental illness (Riley, 1987). As the process of artwork has alone been recognized as nurturing growth and reconciliation of emotional conflict (LaRose, 1987), it can be used by therapists to gain insights that assist in

resolving problematic incompatibility between the person's inner state and his external reality (Kramer, 1979). Art therapy employs the art to facilitate the expression of personal experience, thoughts, and feelings (Saunders & Saunders, 2000).

Considering the significance of art on behaviour, cognitive and emotional aspects of adolescents, motivate this study to evaluate and compare the various psychological aspects namely psychological distress, Personality, and psychological well-being of adolescents involve in fine-art and non fine-art and also significance of psychological distress and personality for adolescents' psychological well-being.

The brief description of these psychological aspects is as follows.

- **Personality**

Personality is a concept to be used to recognize stability and consistency of behaviour across different situations, uniqueness of the person and individual differences. There are controversies among psychologists to define personality. Personality is defined as the totality of character attributes and behavioural traits of a person.

- **Psychological distress**

Psychological distress is a major problem of present era. Due to advancement of science and technology person experienced high level of stress which may have adverse impact on their emotional, physiological, cognitive, and behavioural state.

Experience high level of stress lead to physical as well as psychological distress and play an important role in development of different types of psychological disorders, such as anxiety, depression, mood disorders or various physical problems like cancer, heart attack, and migraines etc.

- **Psychological well-being**

In recent years, psychological well-being has been the focus of intense research attention. Generally "well- being" considered as a significant construct in positive psychology. Generally optimal functioning and

experience is referred as well being. In view of War PB (1978) &JahodaM (1958) , psychological well-being deals with people's feelings about everyday experience in life activities. Such feelings may range from negative mental states or psychological strains such as anxiety, depression, frustration, emotional exhaustion, unhappiness to a state which has been identified as positive mental health.

Psychological well-being resides with in the experience of the individual. It may be defined as the state of feeling healthy and happy, having satisfaction, relaxation, pleasure and peace of mind. It deals with people's feelings about everyday experiences in life activities.

Significance of study

The present study will advance the knowledge by filling gaps in exiting literature regarding significance of artin adolescents' psychological aspects. The expected finding will also significant in field of psychotherapy as the insights resulting from this study will be hoped to provide a supplementation to thelack of literature available to practitioners interested in incorporating the arts into theirpractice, and this study also to serve as a guide for future research.

Review of Literature

Lindy LeDuc-Wilson and Cory Saunders (2011)examined the impact of enrolment in creative arts programs on treatment outcomes among children receiving mental health services. Quantitative and qualitative analyses were performed on data obtained from questionnaires (pre-test,post-test design) and from feedback forms for all children attending art, dance, or music classes, as well as attending ongoing therapy. A control group was used, receiving only therapy. Data analyses for overall treatment outcomes related to enrolment in specific art groups failed to find statistically significant differences. However, more detailed analyses revealed specific improvements in treatment outcomes. Specifically, participation in artsbased groups in addition to

traditional therapy revealed improvement in children's adaptive and prosocial behaviours.

Walker and Boyce-Tillman (2002) proposed that the acquisition of musical skills would benefit personal development in cases of anxiety disorders in children. The study reported positive changes in anxiety-related symptoms and quality of life over the course of the study/music lessons for all participants, including improvements in relationships between participants and their friends and families, and reductions in physical and social symptoms of anxiety (i.e., social phobia and separation anxiety). Among the outcomes for participants was the establishment of control over physical symptoms of anxiety, increased social acceptance, and the realization of independence, self-confidence and self-esteem. Overall they report the potential benefits of music lessons as; 1) increased sense of self-efficacy, self-confidence and self-esteem, 2) increased ease and confidence in new social environments, 3) increased independence4) improved social relationships in the home and outside, 5) self-expression through creativity, 6) emotional release and expression of emotions, 7) control over unpleasant feelings, thoughts and emotions.

Rossberg-Gempton et. al.'s (1999) reported in their study, that the positive effect of creative dance on social skills, and the positive impact that developing listening skills and refinement of focus on musical changes can have on self-expression and creativity.

Butler, Gross & Hayne (1995) evaluated the relationship between drawing and disclosure among children and revealed that drawing art facilitate of children's disclosure of past, personal experiences.

Statement of the problem

To analysis psychological distress and personality for psychological well-being of post graduate adolescents involved in fine and non-fine art courses.

Objective

(a) To study and compare the psychological distress among students who are involve in the fine arts and non-fine arts courses.

(b) To study and compare the fine arts and non-fine arts post graduate students in their personality (NEO).

(c) To study the variance in Psychological well-being of post graduate students in relation to their involvement in the fine arts and non-fine arts courses.

(d) To ascertains the amount of variance in psychological well-being of post graduate adolescents introduced by their psychological distress (CMI)

(e) To ascertain the personality (NEO-FFI) as a predictor of psychological well-being of post graduate adolescents.

Hypothesis

On the basis of existence literature following hypotheses are framed for this investigation.

a) Adolescents involved in fine and non-fine art courses will be significantly differ in their level of psychological distress.

b) Fine and non-fine art students will be significantly differ in their personality type namely neuroticism, extraversion, openness, agreeableness and conscientiousness.

c) Adolescentsinvolved in fine and non-fine art courses will be significantly differ in their level of psychologicalwell –being.

d) The variance in adolescents' psychological well-being will be significantly introduced by their psychological distress.

e) Personality (NEO-FFI) will be significant predictor of level of psychological well-being for post graduate students regardless of their involvement in courses type (Fine or non-fine art).

Method

Sample

A whole sample will be comprised of total 200 students of arts from Pune District. Total subjects will be equally divided according to their type of courses (Fine Arts and Non-fine arts courses).Both groups will be consisted of equal number of males and females. Courses included in Fine arts category will be drawing& painting, Music and non-Fine arts will be post graduation in arts discipline. Thus, there will be four groups of subjects. In each group, there will be 50 students.The age of the subjects will be 18 to 25 and they all will be postgraduate students.

The distribution of total sample will be depicted as follows-

Table-1

Sample Distribution

Courses	Total
Fine Arts	**100**
Non-Fine Arts	**100**
Total	**200**

Variables

Name, nature, category and level of all considered variables under present study will be described as follows-

Table-2

Description of variables

Name of Variable	Category of Variable	No. of Level /Dimensions	Name of Level	Nature of variable
Course Type	IV	2	• Fine Art • Non-Fine Art	Categorical (Nominal)
Psychological distress	IV& DV	6	• Inadequacy • Depression • Anxiety • Sensitivity • Anger • Tension	Measurable (Continuous)
Personality	IV& DV	5	• Neuroticism • Extraversion • Openness • Agreeableness • Conscientiousness	Measurable (Continuous)
Psychological well-being	DV	7	• Autonomy • Environmental mastery • Personal Growth • Positive reaction with others • Purpose in life • Self-Acceptance	Measurable (Continuous)

Research design

To attain all the objectives the present study will be dealt with two research design-

- ***Between Group Design***

To compare the working and non-working women in their different considered psychological aspects namely two independent group (Type of between Group design) will be used as depicted below-

Table -4

Between Group design

Fine Art Student	**Non-Fine Art Student**	**Total**
Group - A n= 100	Group - B n= 100	**N** 200

- ***Within Group Design***

To analyze the psychological distress and personality as predictor of psychological well-being for post graduate students regardless of their involvement in course whether fine art or non-fine art the present study will be dealt with single group different measures design (Type of within Group Design). The design will be depicted as below-

Table -5

Within group design

N	**Psychological distress**	**Personality**	**Psychological well-Being**
200	√	√	√

Research Tools

To collect the data following tests will be used;

- ***Ryff Scale of Psychological Well-being (RSPWB)***

To measure the level of psychological well-being of the subjects, RYYF Scale of Psychological Well-Being will be used. This Scale is developed by Dr.CarolRyff& Keyes, C. University of Wisconsin. This scale comprised of six components of psychological functioning namely Self-acceptance, Positive relations with others,Autonomy, Purpose in life, Environmental mastery, and Personal growth.

RPWB is originally validated on a sample of 321 well-educated, sociallyconnected, financially-comfortable and physically healthy men and women (Ryff 1989b). The internal consistency coefficients are quite high (between 0.86 and 0.93) and the test-retest reliability coefficients for a subsample of the participants over a six week period are also high (0.81-0.88).

- **Cornell Medical Index Health Questionnaire (CMI)**

The Cornell Medical Index (CMI) has been widely used to measure health indicators.To measure health status of the subjects Cornell Medical Index Health Questionnaire (CMI) adapted by Brodman, Erdmann, & Wolff in1949 which assesses both physical health and psychiatric status (e.g., Costa &MeCrae, 1985a; Elias, Robbins, Blow, Rice, &Edgecomb, 1982; McCrae, Bartone, & Costa, 1976) will be used. The Cornell Medical Index (CMI) is a well-known health questionnaire of established value as an aid to clinical diagnosis and as a screening procedure. This scale assesses Physical distress (A-L), emotional and psychological distress (M-R) as well as Total Distress (A-R).The reliability of this scale was determined to compute correlation between English and Hindi forms which found to be .77 for

Physical distress (A-L) , .85 for emotional and psychological distress (M-R) and .87 for Total Distress (A-R).

- ***NEO-Five Factor Inventory (NEO-FFI)***

NEO-Five Factor Inventory, (Costa & McCrae, 1992):The NEO-Five Factor Inventory is a concise measure of the five major dimensions, or domains of personality. The NEO-five factor Inventory(Costa & McCrae, 1992) is a short version of revised NEO Personality Inventory .It is a 60-item questionnaire answered on 5-point scale ranging from strongly disagree to strongly agree and yields scores on the five major domains of personality. These are neuroticism, extraversion, openness, agreeableness and conscientiousness. In the present study NEO-Five Factor Inventory (Hindi adaptation) will be used. Hindi adaptation was done in the first phase of this research work. In the process of investigation the test was administered on normal population (both male and female age ranged 17-50yrs.), for item validity and reliability. Its reliability was checked by alpha coefficient for each dimension of five factor model of personality as obtained as follows,.81, .82, .73, 80 and .84 respectively. Validity and item-total correlations of this inventory was also obtained ranged between .21 to .86.

Procedure

As per objective total 200 number of adolescents students involve in different Fine art (Drawing & painting, Music) and Non-Fine art courses (Post Graduation under Arts discipline) with equal number of male and female will be selected from different colleges of Pune District. After constitute the sample they will be administered onmeasure of psychological distress, Personality and psychological well-being. Obtained data will be analyzed by statistical techniques.

Statistical Analysis

Looking into the aim of present research study statistical methods used are given below:

Descriptive Analysis

Descriptive analysis will be revealed the mean (with graphical representation),standarddeviation, range and normality assumption(One-sample Kolmogorov-Smirnov- Z test) within data obtained on measure of psychological distress, personality and psychological well-being for considered sample.

Inferential analysis

- To study the difference between fine and non-fine art students on their measure of psychological distress, personality and psychological well-being ‘t’ test will be used.
- To study the psychological distress and personality as a predictor of psychological well-being correlation and stepwise multiple regression analysis will be employed in the present study.

Data will be analyzed using the Statistical Package for Social Sciences (SPSS) version 17.0 (SPSS for Windows, 2009) and a P value of less than 0.05 and 0.01 will be determined to statistical significance.

Result & discussion

The score will be tabulated in the respective tables, there after the obtained results will be discussed and interpreted in the light of previous studies & hypotheses formulated for the purpose of this study.

Expected outcomes & conclusions

Based on citation of respective studies and reviews done in the past, it will be expected that male and female students pursue fine art and non-fine art courses willbe significantly different on their personality, emotional intelligence, intelligence, mental health and general well being.

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Chapterisation

The present study will consist following chapters

Chapter I	Introduction
Chapter II	Review of Literature
Chapter III	Methodology
	1. Problem
	2. Objectives
	3. Hypotheses
	4. Variables
	5. Research Design
	6. Sample
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Research Guide **Research Student**

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